

VISIT...

LANZAROTE
Caliente.COM

Tutor Teaching Tips

Lesson 51: *r*-Controlled /âr/ • Part 1

MATERIALS

Letter page

Introducing *r*-Controlled /âr/



10–15 minutes

Point to each word under the pictures as you read it out loud. Point out that although the spellings of the three words are different, the vowel sound is the same in each word. Re-read the words with the child and have him/her listen for the vowel sound. Explain that when the vowel pairs *ai* or *ea* are followed by the letter *r*, they can often, but not always, stand for the /âr/ sound, which is neither long nor short. (Words like *near*, for example, have a long vowel sound.) Write the words *cane* and *hare* on a piece of paper. Remind the child that often words that have a vowel-consonant-final *e* pattern have a long vowel sound, as in the word *cane*. Point out the *r* in *hare*, and explain that VCe words with *r* don't have a long sound. Have the child read the example words at the bottom of the page.

Word cards

Have the child sort the *r*-controlled /âr/ words into their word families (*-air*, *-ear*, *-are*).

Blend Words



5–8 minutes

Letter cards:

s, c, a, r, e, g, l, t, b; Workmat

Give the child the letter cards *s, c, a, r, e* and have him/her line them up under the row of five boxes. Say the word *scare* and ask the child how many sounds he/she hears in the word (3). Remind the child that the final *e* is silent. Have the child spell the word *scare* as he/she pushes the letters into the row of five boxes while saying the sounds. Make sure the child doesn't say a sound for the letter *e*. Ask the child to listen to the beginning sounds of the word *glare* to hear what letters he/she needs to change to make this word. Have the child replace the *sc* with *gl* as he/she says the sounds. Then have the child read the word. Repeat with the words *stare* and *blare*.

Game cards

Show the child the homophone word pairs (*bear, bare, stair, stare*, etc.) Discuss the meanings of each. Then mix up the cards and spread them face down on the table. Have the child draw two cards and read the words. If the words make a homophone pair, the child gets to keep the words. If not, the child turns the cards back over and it is your turn.

Teach High-Frequency and Story Words



5–8 minutes

Flash card: *don't*

Read the new high-frequency word to the child as you hold up the flash card. Have the child look at each card and repeat the word. Then spell the word out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger.

Flash cards:

people, something, underwear

Read the new story word to the child as you hold up each flash card. Have the child look at the card and repeat the word. Point out the two words within the word (*under, wear*) and remind the child that he/she can sound out the word *wear*. Then show the child the review story words and read them with the child. Mix up all the cards and have the child read them several times.

Flash cards: complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 51: *r*-Controlled /âr/ • Part 2

MATERIALS

Letter page

Letter cards:
h, r, p, c, f, l, s, t,
a, i; Workmat

Flash cards

Practice sheet

Decodable book:
The Mare and
the Hare

Decodable book;
 Take-home
 practice sheet

Game cards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, review the spellings for /âr/.

Give the child the letter cards *h, a, i,* and *r* and have the child line them up under the row of four boxes on the workmat. Point out that the letters *a, i, r* stand for one sound. Have the child push up the letters into the boxes as he/she says the sounds, making sure the child pushes up three letters as he/she holds the sound of /âr/. Have the child read the word as he/she runs his/her fingers under the letters. Have the child listen as you say the word *pair*. Ask the child what letter he/she needs at the beginning of the word. Have the child replace the *h* with the letter *p* and then read the word. Then say the word *chair*. Ask the child what letters and which row of boxes he/she needs to make the word. Have the child line up the letters and push them into the boxes as he/she says the sounds. Repeat with *flair* and *stair*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each word in the row 1 as he/she runs his/her finger under the letters. Then have the child say the whole word. Talk about the meanings of the words *hare* and *hair*. Point out the word *scare* and then explain that the final *e* is dropped when *y* is added to make *scary*. Show the child how to split the word *declare* into parts to sound it out (*de/clare*).

Ask the child to read the review words in row 2. Review the different spellings for the /ou/ and the /ôr/ sounds.

Have the child read the high-frequency words quickly, without sounding them out. If the child hesitates, tell him/her the word and have him/her repeat it.

Have the child read the phrases and sentences, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud, sounding out the decodable words. If he/she has difficulty, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading, ask why people stared at the hare and mare.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

r-Controlled /âr/



bear



chair



hare

pear wear

stair hair

square dare

bare

care

fare

mare

rare

scare

pear

swear

wear

bear

air

chair

fair

flair

pair

stair



s	c	r	g	l
t	b	h	p	f
g	i	a	e	

hair

hare

bare

bear

pear

pair

flare

flair

fair

fare

stair

stare

ware

wear

don't

people

something

underwear

lived

they

very

their

were

would

should

never

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	hare • hair • fair • mare • care share • stare • pair • fair • bear chair • swear • scare • scary • declare
2 Reviewed words	shouted • how • brown • out sprouts • snorted • more • wore roared • morning
3 New h-f words	who • they • said • have • were go • would • should • don't
4 Reviewed h-f words	lived • should • never • they • very their • were • would
5 Phrases	share the pear hair on my chair stare and glare
6 Sentences	Don't stare at the hairy bear. The fair mare will not care.

INSTRUCTIONS: Have the child complete the sentences using the words in the box.

1. Ann saw a _____ on her walk in the woods.
2. Clare sat in a _____ to read the book.
3. The baby crawled slowly up the _____.
4. The food I like best is _____ with cheese.
5. The _____ hopped over the road and into her hole in the ground.



stairs

pears

chair

bear

hare